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ABSTRACT

This guide presents an overview of a federally funded career education program for implementation at the elementary level. As part of a comprehensive exemplary program with integrated activities, outlines of the following program considerations are included: (1) overall goals and concepts in career education, (2) specific objectives involving teacher orientation, parental and community involvement, and student career development, (3) inservice training methods, (4) classroom teaching techniques, and (5) suggested evaluation designs in career education. Developed by a teacher with the aid of curriculum specialists, this document includes a rationale for career education and appended resource materials. (AG)

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GUIDE FOR

IMPLEMENTATION OF A CAREER EDUCATION PROGRAM

ELEMENTARY GRADES

ED 074289

BY

WILLIAM L. NEAL

ILLUSTRATED BY: STEVE DUFALA

CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT

AN EXEMPLARY PROGRAM
IN
CAREER EDUCATION

FUNDED UNDER THE PROVISIONS OF PART D
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FOR
KNOX COUNTY DEPARTMENT OF PUBLIC INSTRUCTION
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DR. MILDRED E. DOYLE, SUPERINTENDENT
BRUCE M. HINTON, DIRECTOR VOCATIONAL EDUCATION
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FOREWORD

CAREER EDUCATION MAY BE DEFINED AS THE TOTAL OF ALL EXPERIENCES IN ONE'S SCHOOL YEARS THAT HAVE APPLICATION FOR HIS APPROACH TO AND STYLE OF LIVING.

SKILLS NEEDED IN LIFE MAY BE GROUPED INTO THREE CATEGORIES: SOCIOLOGICAL, PSYCHOLOGICAL, AND OCCUPATIONAL. CAREER EDUCATION IS A PART OF EACH AREA OF AN INDIVIDUAL'S DEVELOPMENT.

SOCIOLOGICAL DEVELOPMENT PLACES EMPHASIS ON COPING WITH CHANGE, MAKING DECISIONS, AND INVOLVING ONESELF IN LOCAL, NATIONAL, AND INTERNATIONAL CONCERNS. THE PSYCHOLOGICAL SKILLS ENCOMPASS THE DEVELOPMENT OF SELF-AWARENESS, A POSITIVE VALUE SYSTEM, AND SELF-ESTEEM. FINALLY, OCCUPATIONAL SKILLS AFFORD THE OPPORTUNITY TO EARN A LIVING. ADDITIONALLY, IN THE OCCUPATIONAL AREA, WORK HAS PERSONAL RELEVANCE IN PROVIDING FOR SELF-IDENTITY, PERSONAL DIGNITY, AND SOCIAL INTERACTION.

THE GOAL OF CAREER EDUCATION IS TO ENHANCE THESE SKILLS.

MILDRED E. DOYLE, SUPERINTENDENT

PREFACE

Career education is a comprehensive program which is focused on the factors essential to the career development of the individual. Its aims are: (1) to help the individual become aware of himself and his potential; (2) to foster the development of a self concept which will allow him to take the necessary risks to realize that potential to its fullest; (3) to assist the student in acquiring attitudes and skills necessary for living in a rapidly changing technological society; (4) to expose him to a wide range of occupational information and experiences throughout the school years; (5) to help him become aware of the options open to him in choosing a career or careers which will permit him to live his life as a fulfilled human being; and (6) to assist him in preparing for the career of his choice.

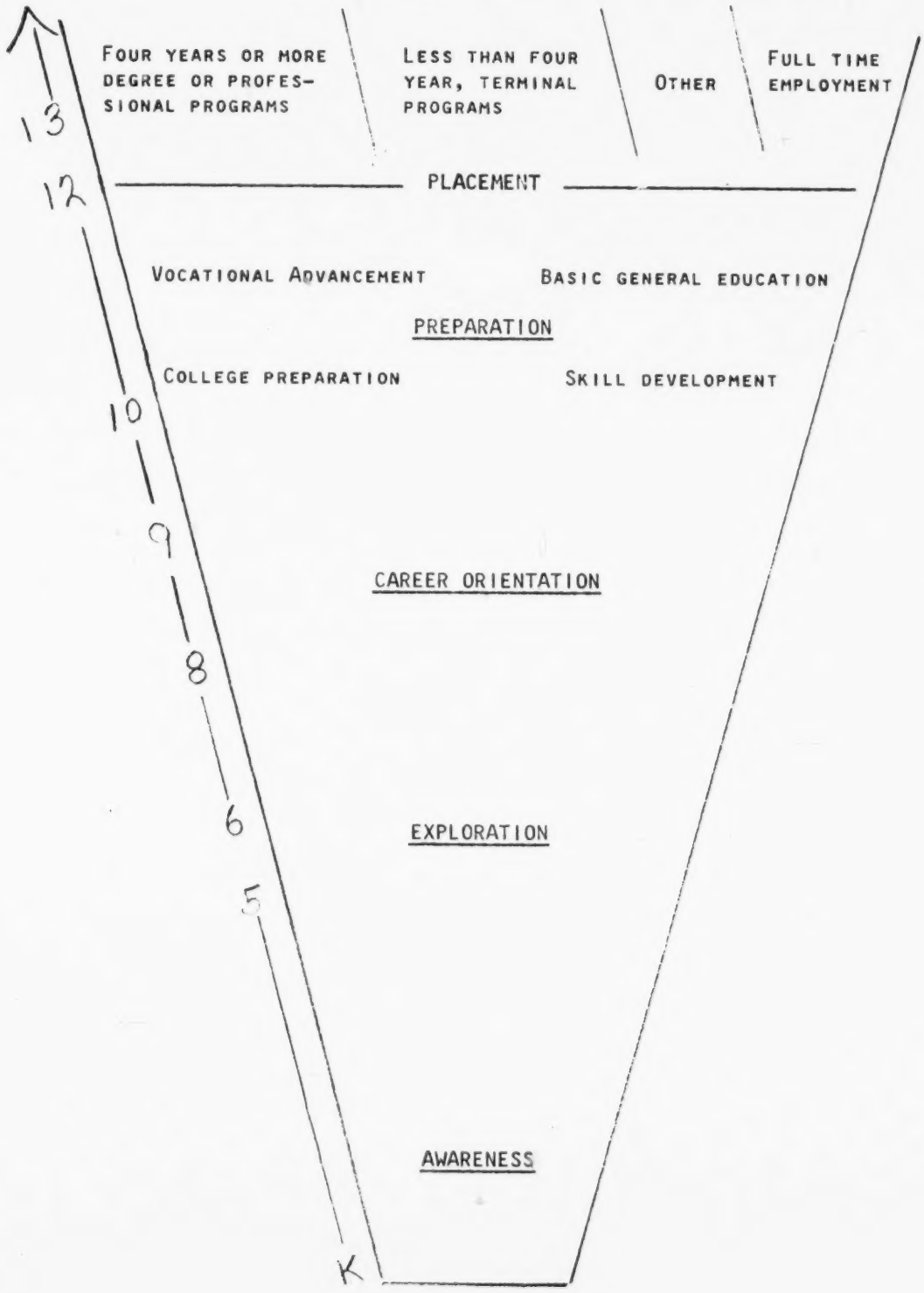
An educational program with these aims begins as soon as the child enters school. In the words of S. P. Marland, U. S. Commissioner of Educationa, "All education is career education, . . ." and the present curriculum must be re-focused to include concepts which will enhance the career development of children and young people during the school years. To assist teachers in this task, the following concepts have been identified:

- A positive self-image is essential for satisfaction in the world of work.
- Learning to get along with other people is mandatory for successful achievement in the world of work.
- The ability to adapt to change is necessary for success in a technological society.

- DECISION-MAKING SKILLS AND AN AWARENESS OF SELF-RESPONSIBILITY INHERENT IN THE PROCESS IS VITAL TO CAREER MATURITY.
- THERE IS DIGNITY AND WORTH IN ALL WORK WELL-DONE.
- IN A TECHNOLOGICAL SOCIETY, DIVISION OF LABOR AND SPECIALIZATION RESULT IN THE INTERDEPENDENCE OF WORKERS.
- AWARENESS AND KNOWLEDGE OF JOB FAMILIES IS INDISPENSIBLE FOR LOCATING, ASSESSING, AND USING INFORMATION LEADING TO WISE CAREER CHOICE.
- SCHOOL IS THE STUDENTS WORLD OF WORK.
- ALL SCHOOL EXPERIENCE IS OCCUPATIONAL PREPARATION.
- EDUCATION IS A CONTINUING PROCESS, PRESENTING KNOWLEDGE OF MANY POINTS OF ENTRANCE AND EXIT.
- THE WISE USE OF LEISURE TIME LEADS TO FULFILLMENT OF SELF IN A RAPIDLY CHANGING TECHNOLOGICAL SOCIETY.

THESE CAREER EDUCATION CONCEPTS PROVIDE THE BASIS FOR THE LEARNING EXPERIENCES WHICH ARE SUGGESTED IN THE FOLLOWING PAGES. IT IS HPOED THAT TEACHERS AND OTHERS WHO WORK IN AN EDUCATIONAL SETTING WILL FIND THIS PUBLICATION USEFUL IN ASSISTING STUDENTS TO TAKE THEIR PLACE MORE EFFECTIVELY IN THE WORLD OF WORK.

CAREER EDUCATION: A LIFE-LONG PROCESS



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A CAREER EDUCATION PROGRAM FOR ELEMENTARY CHILDREN

I. INTRODUCTION

A. Basic Premises

A CAREER EDUCATION PROGRAM AT THE ELEMENTARY LEVEL IS BASED ON THE PREMISE THAT CAREER EDUCATION IS A LIFE-LONG PROCESS WHICH BEGINS EARLY IN CHILDHOOD AND CONTINUES THROUGH ADULT LIFE.

B. Goals

THE OVERALL GOALS OF A CAREER EDUCATION PROGRAM IN THE ELEMENTARY GRADES SHOULD INCLUDE THE FOLLOWING:

1. ESTABLISH RELEVANCY BETWEEN CURRICULUM CONTENT AND THE WORLD OF WORK.

2. PROVIDE STUDENTS WITH AS MANY OPPORTUNITIES AS POSSIBLE FOR FINDING OUT ABOUT THE WORK PEOPLE IN MANY AND VARIED OCCUPATIONS PERFORM.

3. PROVIDE INFORMATION TO HELP THE STUDENT RELATE CAREER INFORMATION TO HIMSELF AS HE BEGINS TO DEVELOP.

4. HELP THE STUDENT DEVELOP THE SOCIAL, INTELLECTUAL, AND PSYCHOLOGICAL COMPETENCIES AND ATTITUDES WHICH ARE ESSENTIAL FOR SUCCESS IN THE WORLD OF WORK.

A CAREER EDUCATION PROGRAM SHOULD BE DESIGNED TO INCREASE THE SELF AWARENESS OF EACH STUDENT AND TO DEVELOP FAVORABLE ATTITUDES ABOUT THE PERSONAL, SOCIAL, AND ECONOMIC SIGNIFICANCE OF WORK. BY STUDYING HIS FAMILY, HIS CLASS, AND THE SCHOOL, THE CHILD IN THE ELEMENTARY GRADES WILL BE BETTER ABLE TO UNDERSTAND HIMSELF AND RELATE TO OTHERS AND AT TH SAME TIME WILL DEVELOP APPROPRIATE ATTITUDES TOWARD HIMSELF AND THE WORLD OF WORK.

A CAREER EDUCATION PROGRAM AT THE ELEMENTARY SCHOOL LEVEL WILL INCREASE THE STUDENTS' AWARENESS IN TERMS OF THE BROAD RANGE OF OPTIONS OPEN TO THEM IN THE WORLD OF WORK. SUCH A PROGRAM WILL: (1) ENABLE THE STUDENT TO GAIN AN AWARENESS AND APPRECIATION OF THE OCCUPATIONAL OPPORTUNITIES GROWING OUT OF THE PARTICULAR SUBJECT AND THE NATURE OF THE ROLES PLAYED BY WORKERS IN THEIR OCCUPATIONS; (2) CONTRIBUTE TO THE STUDENTS' TESTING OF REALITY BY SHOWING THE RELATIONSHIP BETWEEN REQUIREMENTS OF THESE OCCUPATIONS AND THE EDUCATION OR TRAINING NEEDED TO MEET THEM; AND (3) DEVELOP ATTITUDES OF RESPECT AND APPRECIATION OF THE SOCIAL USEFULNESS OF ALL TYPES OF WORK.

OBJECTIVES OF A CAREER EDUCATION PROGRAM FOR ELEMENTARY CHILDREN

THE OBJECTIVES OF A CAREER EDUCATION PROGRAM SHOULD BE FOCUSED ON THREE (3) AREAS OF CONCERN: (1) TEACHER ORIENTATION, (2) PARENTAL AND COMMUNITY INVOLVEMENT, AND (3) STUDENT CAREER DEVELOPMENT.

I. TEACHER ORIENTATION

IN ORDER FOR A CAREER EDUCATION PROGRAM TO BE SUCCESSFUL, TEACHERS MUST BE ABLE TO:

A. DEMONSTRATE A KNOWLEDGE OF CAREER EDUCATION THEORIES.

B. INTEGRATE OCCUPATIONAL INFORMATION WITHIN THE TOTAL CURRICULUM.

C. UTILIZE INSTRUCTIONAL RESOURCES IN THE COMMUNITY.

D. DESIGN STUDENT ACTIVITIES COMMENSURATE WITH CAREER DEVELOPMENT CONCEPTS.

E. DEVELOP UNITS OF STUDY WHICH INTEGRATE CAREER INFORMATION CONCEPTS WITHIN THE TOTAL CURRICULUM.

II. PARENT AND COMMUNITY INVOLVEMENT

PARENTS WILL BE INVOLVED IN THE CAREER EDUCATION PROGRAM, AND AID THEM IN GIVING OCCUPATIONAL COUNSELING TO THEIR CHILDREN.

STUDENTS WILL BE TAKEN TO THE COMMUNITY AND THE COMMUNITY WILL BE BROUGHT TO THE STUDENTS THROUGH THE USE OF RESOURCE PEOPLE AND FIELD TRIPS AND STUDENTS WILL HAVE THE OPPORTUNITY TO BECOME MORE AWARE OF JOBS AND THEIR IMPORTANCE TO SOCIETY.

A. INVOLVE PARENTS AND COMMUNITY IN CAREER EDUCATION WITHIN AND/OR OUTSIDE THE SCHOOL ENVIRONMENT.

B. ENLIST PARENTAL AID IN FOSTERING SOUND CAREER DEVELOPMENT.

C. ENCOURAGE DIALOGUE BETWEEN PARENTS AND EDUCATORS OF BENEFIT TO STUDENT CAREER DEVELOPMENT SUCH AS GROUP DISCUSSION ON CAREERS, IDENTIFY THE APPROPRIATE ASPECTS OF CAREER EDUCATION, VOCATIONAL MATURITY, AND JOBS.

III. STUDENT CAREER DEVELOPMENT

CAREER DEVELOPMENT, AS ONE ASPECT OF AN INDIVIDUAL'S TOTAL DEVELOPMENT OFFERS A MEDIUM FOR REALIZATION OF INDIVIDUAL POTENTIALITIES. APPROPRIATE ATTENTION TO THIS DEVELOPMENT

THROUGH THE CLASSROOM, GUIDANCE, AND COUNSELING WILL SERVE THE INDIVIDUAL AND ULTIMATELY SOCIETY BY:

A. DEVELOPING A POSITIVE SELF-CONCEPT.

B. DEMONSTRATING THE ABILITY TO ASSUME RESPONSIBILITY FOR SELF-INITIATED ACTION.

C. DEMONSTRATING AN INCREASED AWARENESS OF THE WORLD OF WORK.

D. SIMULATING WORK EXPERIENCES AS A MEANS OF OCCUPATIONAL EXPLORATION.

E. DEMONSTRATING PROBLEM-SOLVING ABILITIES IN THE PROCESS OF DECISION MAKING.

F. RELATING CLASSROOM LEARNING TO LIFE-ORIENTED REALITIES OF THE WORLD OF WORK.

PREPARING FOR THE INTEGRATION OF CAREER EDUCATION INTO THE CURRICULUM

I. INSERVICE

THE NEED FOR FLEXIBILITY HEADS THE LIST OF PRIORITIES TO BE CONSIDERED IN THE PLANNING OF THE FORMAT FOR INSERVICE. PREREQUISITE TO ANY ATTEMPT TO PROPOSE GUIDELINES FOR THE INSERVICE TEACHER EDUCATION ACTIVITIES IS THE CONVICTION THAT TEACHERS THEMSELVES MUST ASSESS THEIR OWN NEEDS AS A RESULT OF BEING MADE AWARE OF WHAT IS EXPECTED OF THEM IN TERMS OF PERFORMANCE.

AS A RESULT OF PARTICIPATING IN A TEACHER INSERVICE PROGRAM, TEACHERS WILL GAIN KNOWLEDGE OF:

A. THE PERIODS OF DEVELOPMENT WHICH LEAD TOWARD OCCUPATIONAL CHOICE.

B. THE WAYS IN WHICH INDIVIDUAL CAREER DEVELOPMENT MAY BE GUIDED.

C. OCCUPATIONAL REQUIREMENTS NECESSARY FOR THE EXPLORATION OF OCCUPATIONAL CLUSTERS. (U. S. O. E. CLUSTERS OF OCCUPATIONS, DEVELOPED BY U. S. O. E./D. V. T. E., REVISED 4/1/71)

D. THE RELATIONSHIP BETWEEN DEVELOPMENT OF SELF-CONCEPT AND JOB SATISFACTION.

AFTER GAINING A BASIC UNDERSTANDING OF CAREER EDUCATION CONCEPTS, TEACHERS WILL DEVELOP METHODS AND INSTRUCTIONAL MATERIALS FOR:

A. Develop instructional materials and methods which integrate specific discipline areas and career education compatable with the scope and sequence of the overall curriculum.

B. Identify needed equipment and instructional aids.

C. Introduce units of study developed on an experimental basis.

D. Evaluate results of the classroom implementation.

E. Re-write units of study in view of evaluation.

Inservice activities to accomplish the above guidelines might include the following:

A. Presentation of career education theory by consultants with expertise and human relations abilities.

B. Small group dynamics for in-depth discussion and interaction among teachers to increase knowledge of career education.

C. Presentation of broad areas of occupational clusters by resource persons knowledgable in vocational education.

D. Teacher independent study.

E. Small group discussion of self-concept development and the concept of "work"; aided by guest industrial employers. This activity to be video-taped for later analysis.

F. Visitation to a school facility having an occupational exploratory program or visit to industries for on-the-spot feel of the world of work.

G. Consultant experts in curriculum development.

H. Co-operative effort by teachers to develop guidelines for writing units of study integrating subject disciplines with career education relevance.

I. Writing and teaching units of study (experimental). This phase should be video-taped for beneficial analysis.

J. Evaluation and re-writing of units of study.

II. Workshops

It is suggested that two five day workshops be conducted; the first for the purpose of developing curriculum guides and a later one to develop units of study based on the curriculum guides.

THE MAJOR EMPHASIS FOR THE WORKSHOP PARTICIPANTS SHOULD CONSIDER ALL ASPECTS OF CAREER EDUCATION AS IT WILL BE INCLUDED IN THE TOTAL CURRICULUM. CAREER EDUCATION CONCEPTS SHOULD PROVIDE GUIDELINES FOR THIS ENDEAVOR (SEE APPENDIX NO. 1).

THESE CONCEPTS SHOULD BE THE BASIS FOR WRITING INSTRUCTIONAL OBJECTIVES AND IDENTIFYING EXPERIENCES IN ALL SUBJECT AREAS.

PURPOSES AND OBJECTIVES OF WORKSHOP

A. PURPOSE: TO PLAN AND DEVELOP CURRICULUM GUIDES FOR ALL GRADES AND/OR SUBJECT MATTER AREAS.

B. OBJECTIVES:

1. TO WORK IN GRADE AND/OR SUBJECT AREA GROUPS AND DEVELOP A SEQUENTIAL CURRICULUM GUIDE FOR EACH MAJOR SUBJECT AREA INTEGRATING CAREER EDUCATION CONCEPTS.

2. TO WRITE OBJECTIVES FOR EACH SUBJECT AREA WHICH WOULD INCORPORATE CAREER EDUCATION CONCEPTS.

3. TO STUDY PRESENT CURRICULUM MATERIALS AND SUGGEST HOW THEY MAY BE USED TO TEACH CAREER EDUCATION CONCEPTS.

4. TO DEMONSTRATE AN UNDERSTANDING OF CAREER EDUCATION CONCEPTS AND THEIR PLACE IN THE CURRICULUM.

5. TO IDENTIFY TOPICS FOR UNITS OF STUDY AND LEARNING ACTIVITIES WHICH CAN BE DEVELOPED TO ACCOMPLISH THE TEACHING OF CAREER EDUCATION CONCEPTS.

6. TO SELECT TOPICS FOR UNITS OF STUDY TO BE DEVELOPED IN A SECOND WORKSHOP.

EXPERIENCE HAS SHOWN THAT A CONSULTANT SELECTED AS THE WORKSHOP COORDINATOR WITH EXPERTISE IN CURRICULUM DEVELOPMENT TO PACE THE GROUPS IN IDENTIFYING SALIENT ASPECTS OF THE EDUCATIONAL PROCESS AS THESE HAVE IMPLICATIONS FOR THE INDIVIDUAL LEARNER AND THE CLASSROOM TEACHER IS OF GREAT HELP. ALSO, IT IS HELPFUL TO INCLUDE INSTRUCTIONAL SUPERVISORS AS RESOURCE PERSONS WORKING WITH SMALL GROUPS.

III. SELECTION OF OCCUPATIONAL INFORMATION

THERE ARE HUNDREDS OF AVAILABLE PAMPHLETS AND BOOKS FROM WHICH TO CHOOSE CAREER EDUCATION MATERIALS. (SEE APPENDIX NO. 2)

THE CLASSROOM TEACHER WILL WANT TO ACQUIRE A KNOWLEDGE OF WHERE TO FIND OCCUPATIONAL INFORMATION. THIS SOURCE OF INFORMATION SHOULD BE THE RESPONSIBILITY OF THE CAREER EDUCATION SPECIALIST.

THE INFORMATION MATERIAL SHOULD BE CAREFULLY SELECTED ON THE FOLLOWING BASIS:

A. A BASIC STANDARD FOR ANY CAREER EDUCATION PUBLICATION SHOULD BE THE INCLUSION OF A CLEAR STATEMENT OF ITS PURPOSE AND THE GROUP TO WHOM IT IS DIRECTED.

B. CAREER EDUCATION INFORMATION SHOULD BE RELATED TO DEVELOPMENT AT LEVELS WHICH WILL VARY WITH AGE, EDUCATIONAL ATTAINMENT, AND SOCIAL AND ECONOMIC BACKGROUND. ELEMENTARY SCHOOL CHILDREN NEED INFORMATION THAT WILL EXPAND THEIR KNOWLEDGE OF THE WORLD OF WORK, OF THE CONTRIBUTIONS AND INTER-RELATIONSHIPS OF MANY KINDS OF WORKERS, OF THE VARIETIES OF SETTINGS IN WHICH SKILLS MAY BE USED, AND OF THE SATISFACTION TO BE FOUND THROUGH WORK.

CONSIDERATION SHOULD BE GIVEN TO THE IMPLICATIONS OF THE MATERIAL FOR ALL GROUPS OF SOCIETY.

A. CAREER EDUCATION INFORMATION SHOULD BE USEFUL IN STIMULATING ASPIRATION AND IN ENCOURAGING INDIVIDUALS OF ALL BACKGROUNDS TO DEVELOP THEIR GREATEST POTENTIAL.

B. CARE SHOULD BE GIVEN TO AVOID FALSE STIMULATION WHICH MAY RESULT FROM TOO GREAT STRESS ON STATUS SYMBOLS, MATERIAL VALUES, ETC.

C. STATEMENTS SHOULD NOT BE MADE ABOUT THE ADVANTAGES OF A PARTICULAR OCCUPATION WHICH INVOLVES OR IMPLIES UNFAVORABLE COMPARISON WITH OTHER OCCUPATIONS.

THE DESCRIPTION OF AN OCCUPATIONAL SHOULD BE AN ACCURATE AND BALANCED APPRAISAL OF OPPORTUNITES AND WORKING CONDITIONS WHICH SHOULD NOT BE INFLUENCED BY RECRUITING, ADVERTISING, OR OTHER SPECIAL INTEREST.

CAREER EDUCATION MATERIALS SHOULD INCLUDE THE NATURE OF PERSONAL SATISFACTION PROVIDED, THE KINDS OF DEMANDS MADE AND THE POSSIBLE EFFECTS ON AN INDIVIDUAL'S WAY OF LIFE.

PROVIDING OPPORTUNITIES FOR EFFECTIVE LEARNING EXPERIENCES

BY PROVIDING OPPORTUNITIES FOR EFFECTIVE LEARNING EXPERIENCES IN THE CURRICULUM THROUGH THE DEVELOPMENT OF CURRICULUM GUIDES AND UNITS OF STUDY THE FOLLOWING OBJECTIVES SHOULD BE MET:

I. In order to begin to integrate career education into the elementary curriculum, the teacher should:

A. Participate in an on-going inservice training program.

B. Study and become familiar with career education theory.

C. Gain knowledge of career information and community resources.

D. Study the present elementary school curriculum to determine how career education can best be incorporated.

E. Develop and teach units of study utilizing career information and community resources.

F. Evaluate classroom activities in terms of pupil performance.

G. Revise curriculum content and classroom methods utilizing the above evaluation data.

II. To begin to develop appropriate attitudes toward the world of work, elementary school students will:

A. Study the role of work in the family and community life.

B. Acquire the concept of the importance and dignity of all work.

C. Be encouraged to take pride in all work they do and to complete tasks begun.

D. Begin to take responsibility for own behavior.

III. To gain knowledge of the world of work, the elementary student will:

A. Engage in actual work experiences in the classroom.

B. Learn about workers in the community through field trips, class visitation by workers and vicarious experiences through games and role playing.

C Discuss what they have learned and make reports as a result of individual study.

IV. To develop a positive self-image, elementary students will:

A. Be given opportunities for many success experiences in school.

B. Be assisted in overcoming learning problems.

C. Acquire competencies in the basic skills of language, writing, and mathematics.

D. Be given opportunities for self-exploration through classroom activities and counseling.

E. Acquire inter-personal skills in dealing with other people.

V. To begin to develop problem solving techniques and decision making ability, elementary students will:

A. Solve actual problems through individual and group activities.

B. Use the concept of division of labor to accomplish group goals and projects.

C. Be encouraged to participate in individualized learning activities and take responsibility for own learning.

VI. To enlist the cooperation of parents in the career education program, the teachers should:

A. Meet with parents to explain programs.

B. Consult with parents in overcoming learning problems.

C. Provide developmental information to parents through small group meetings and conferences.

(See Figure No. 1 for illustration of ways in which the program for career education may be implemented.)

The following are some suggested methods to get at these objectives for student learning and experiences:

FIELD TRIPS: The use of field trips is one of the means which may be used to increase the awareness of students with regard to the world of work and life-oriented realities. Business and industry are not always cognizant of the types of information which would be of most value to students in developing career maturity. Guidelines should be developed with identity, with clarity, workers and job functions.

A CAREER EDUCATION MODEL

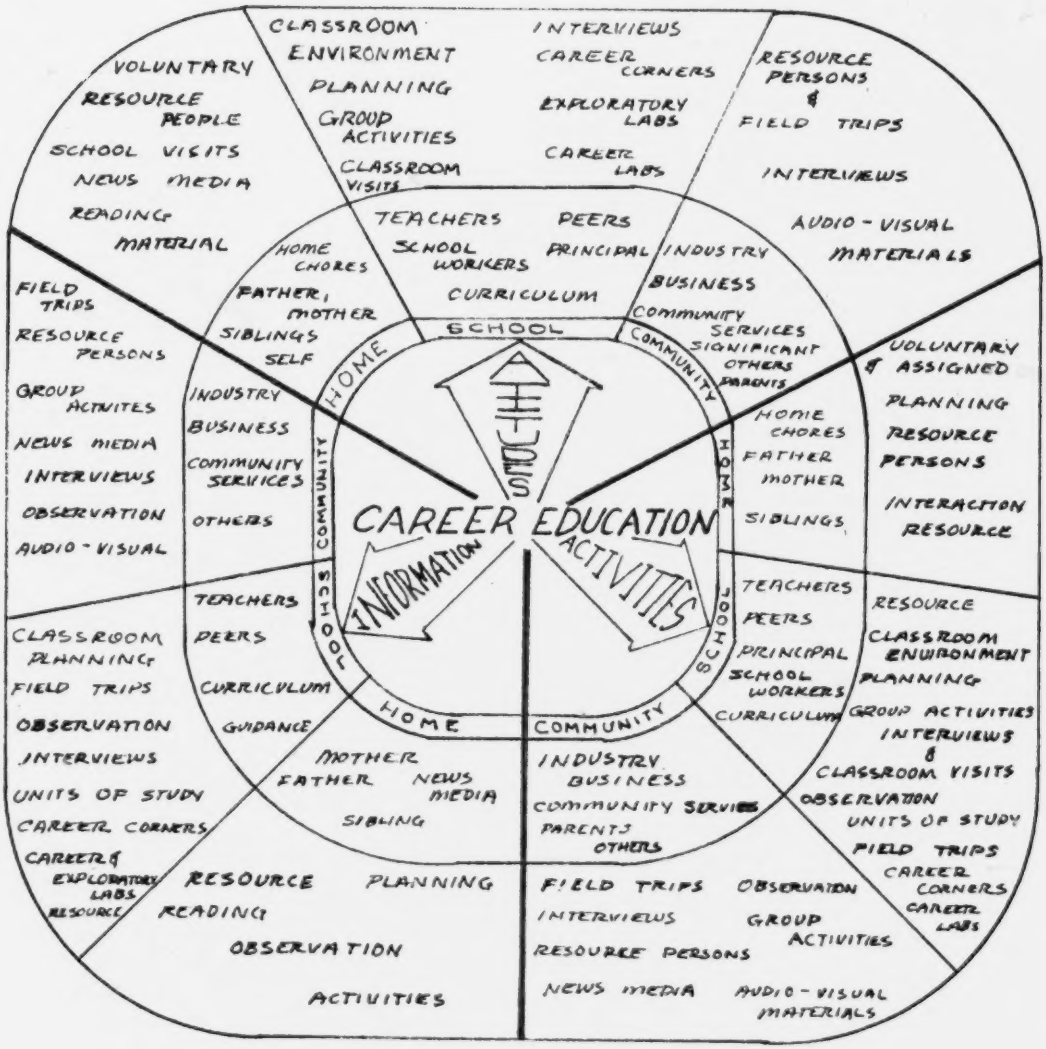

FIG. NO. 1

THE FOLLOWING SUGGESTED OUTLINE IS CONSIDERATIONS FOR TAKING FIELD TRIPS:

I. WHY SHOULD STUDENTS GO ON FIELD TRIPS?

A. TO BE WORTH THE TIME IN PLANNING AND ENGAGING IN FIELD TRIPS, SPECIFIC NEEDS OF THE GROUPS MUST BE MET--

-- TO INTRODUCE A LEARNING ACTIVITY

-- TO OBTAIN ADDITIONAL INFORMATION

-- TO CULMINATE A LEARNING ACTIVITY

B. FIELD TRIPS PROVIDE OPPORTUNITIES FOR STUDENTS--

-- TO LEARN APPRECIATION FOR ALL KINDS OF WORK AND WORKERS

-- TO DEVELOP MORE COMPLETE UNDERSTANDINGS OF CIVIC RESPONSIBILITY

-- TO CORRELATE CLASSROOM CONCEPTS AND SKILL DEVELOPMENT WITH REALISTIC SITUATIONS

-- TO OFFER STUDENTS THE OPPORTUNITY TO DEVELOP THEIR INCREASING SOCIAL AWARENESS

II. WHAT KIND OF FIELD TRIP SHOULD BE PLANNED?

A. FIELD TRIPS WILL BE VARIED AS TO THE IMAGINATION OF INDIVIDUAL TEACHERS.

B. FIELD TRIPS MAY BE LIMITED TO THE SCHOOL FACILITY OR AS FAR RANGING AS OUTSIDE THE COMMUNITY ITSELF.

III. WHAT PREPARATIONS SHOULD BE MADE FOR FIELD TRIPS?

A. IT IS THE TASK OF THE TEACHER TO BE RESPONSIBLE FOR SELECTING THE TIME AND DESTINATION OF A FIELD TRIP. THEY MUST OBTAIN ALL NECESSARY PERMISSION FOR THE TRIP.

B. BOTH TEACHER AND STUDENT SHOULD COOPERATIVELY PLAN FOR ANTICIPATED EXPERIENCES, IDENTIFYING SUCH THINGS AS--

-- INFORMATION NEEDED BEFORE THE TRIP

-- QUESTIONS TO BE ANSWERED AS A RESULT OF THE TRIP

-- GROUP RESPONSIBILITY AND INDIVIDUAL NEEDS OF STUDENTS WHILE ON THE TRIP

IV. WHAT SHOULD BE EVALUATED AFTER THE TRIP?

A. AS A RESULT OF HAVING GONE ON A FIELD TRIP, THE GROUP SHOULD HAVE AN OPPORTUNITY TO ASSESS THE EXPERIENCES ENCOUNTERED. THIS PROCESS COULD BE COMPARED TO THE "DEBRIEFING" DONE BY THE ASTRONAUTS UPON THEIR RETURN FROM A SPACE MISSION. TEACHERS AND STUDENTS MAY WANT TO ANSWER SOME OF THE FOLLOWING--

-- WERE PREVIOUSLY LISTED QUESTIONS ANSWERED?

-- WERE PRE-PLANNING STRATEGIES SATISFACTORY?

-- WHAT ADDITIONAL INFORMATION WAS GENERATED AS A RESULT OF THE NEW EXPERIENCE?

-- HAVE THANK YOU LETTERS BEEN WRITTEN AS A MEASURE OF APPRECIATION FOR THE EFFORTS OF THOSE RESPONSIBLE FOR THE FIELD TRIP?

CAREER CORNERS: THE ESTABLISHMENT OF "CAREER CORNERS" IN THE ELEMENTARY SCHOOL CLASSROOM (SUGGESTED K-4--ONE PER CLASSROOM) IS ONE OF THE MEANS BY WHICH THE GOALS OF CAREER EDUCATION CAN BE ACCOMPLISHED. (SEE FIGURE NO. 2)

THE PURPOSE OF CAREER CORNERS IS TO PROVIDE A PLACE IN THE CLASSROOM WHERE CHILDREN IN THE ELEMENTARY SCHOOL MAY PURSUE SELF-INITIATED AND DIRECTED EXPLORATORY ACTIVITIES TO GAIN "HANDS-ON" EXPERIENCES, TO DEVELOP INDIVIDUAL INTEREST, AND TO GAIN KNOWLEDGE OF THE WORLD OF WORK.

USE OF CAREER CORNERS WILL PROGRESS SEQUENTIALLY USING PREDETERMINED OBJECTIVES AS FOLLOWS:

I. LEARNERS WILL BE MADE AWARE OF THE MATERIALS AND EQUIPMENT IN CAREER CORNERS BY AN INFORMED PROCESS OF SIMPLE EXPLORATION AS OPPORTUNE SITUATIONS OCCUR.

II. AFTER LEARNERS ARE FAMILIAR WITH CONTENTS OF THE CAREER CORNERS, THE MATERIAL, EQUIPMENT, AND TOOLS WILL BE USED BY LEARNERS AS ALTERNATIVES FOR LEARNING ACTIVITIES, KEYING THESE TO INSTRUCTIONAL OBJECTIVES.

III. LEARNERS WILL BE ENCOURAGED TO USE THE CAREER CORNERS TO SATISFY SELF-INITIATED QUEST FOR ADDITIONAL LEARNING FOR A PARTICULAR PROBLEM.

IV. LEARNERS WHO NEED AN OUTLET FOR SELF-EXPRESSION OF ACCEPTABLE BEHAVIOR AND ACTIVITY, WILL BE ENCOURAGED TO USE THE CAREER CORNERS.

STUDENTS WILL USE THE CAREER CORNERS FOR SUCH IDENTIFIABLE PURPOSES AS:

I. EXPLORATION OF OCCUPATIONAL VARIETY, COMPLEXITY, AND SKILL REQUIREMENTS THROUGH THE READING OF ALL KINDS OF MATERIALS, MANIPULATING SIMPLE EQUIPMENT, AND PLAYING GAMES.

II. REINFORCEMENT OF LEARNING ORIGINATING OUT OF INSTRUCTIONAL OBJECTIVES KEYED TO DEVELOPMENT OF THE BASIC SKILLS FOR CAREER MATURITY.

III. PARTICIPATION IN AND RESPONSIBILITY FOR GROUP ACTIVITIES FOR THE PURPOSE OF BASIC SKILL DEVELOPMENT OR FOR DEVELOPMENT OF SELF IN RELATION TO OTHERS.

IV. EXPLORATION OF PROBLEM-SOLVING TECHNIQUES AS THESE EMERGE OUT OF LEARNER CURIOSITY ABOUT CONCEPTS PRESENTED AS INSTRUCTIONAL OBJECTIVES.

V. DEMONSTRATION OF CREATIVE PURSUITS AS A MEANS OF ENHANCING LEARNERS' DEVELOPING SELF=CONCEPT, INTERESTS ABOUT THE WORLD AROUND THEM, AND HOW THESE MAY LEAD TO SKILL DEVELOPMENT FOR POSSIBLE CAREER CHOICES.

TEACHERS SHOULD DIRECT AND ENCOURAGE LEARNERS TO UTILIZE THE MATERIALS, EQUIPMENT, AND FACILITIES OF CAREER CORNERS IN THE FOLLOWING WAYS:

I. READING AND/OR BROWSING THROUGH OCCUPATIONAL PRINTED MATERIALS.

II. IDENTIFYING AND CATEGORIZING THE VARIETY OF WORKERS AS FOUND ON POSTERS, CATALOGS, AND FILMSTRIPS.

III. UTILIZING TAPE RECORDERS TO INTERVIEW WORKERS IN THE SCHOOL AND IN THE LEARNERS' FAMILY.

IV. CONSTRUCTING PROJECTS OF INDIVIDUAL OR GROUP INTEREST ALIGNED TO EXPLORATION OF WORKING SKILLS.

V. DEVELOP SKILLS IN READING SIMPLE BLUEPRINTS, DIAGRAMS, AND MAPS.

VI. UTILIZING STUDY CARRELS FOR INDIVIDUAL AND TEAM LEARNING SUCH AS FUNCTION OF BATTERIES, TYPES OF GEARS, MAGNETIC ATTRACTING AND WEIGHTS.

VII. LEARNERS MAY USE CAREER CORNERS FOR CREATIVE EXPRESSION OF ALL ART FORMS OR SIMPLY AS A PLACE TO "DO NOTHING."

TO MAKE THE CAREER CORNERS A PHYSICAL REALITY, EACH ROOM MAY CONTAIN SUCH ITEMS AS: A PEGBOARD SCREEN, A BOOK RACK, A WORKBENCH, AND A SET OF HAND TOOLS. SMALL EQUIPMENT MAY INCLUDE MANIPULATIVE TOYS, GAMES, BLOCKS, AND PUZZLES IN THE LOWER GRADES. BOOKS MIGHT INCLUDE THE "I WANT TO BE" SERIES, THE "COME TO WORK WITH US" SERIES, THE "ABOUT AND AT THE" BOOKS, AND OTHER SELECTED TITLES WHICH FOCUS ON THE WORLD OF WORK. IN THE INTERMEDIATE GRADES THESE CORNERS MIGHT ALSO INCLUDE A CASSETTE RECORDER-PLAYER AND A FILMSTRIP VIEWER.

AN EXAMPLE OF A CAREER CORNER IN A CLASSROOM SETTING

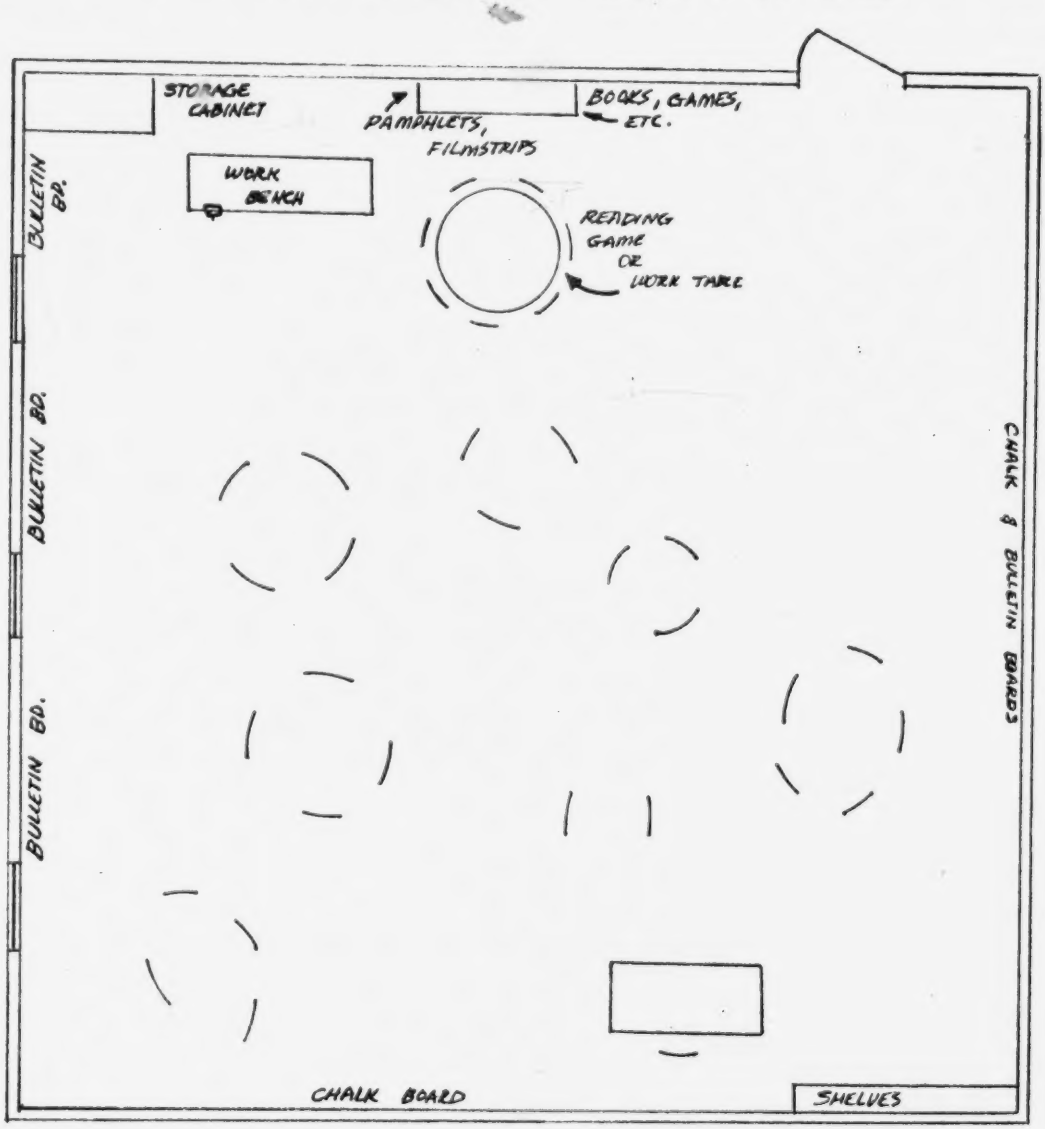

FIG. NO. 2

EXPLORATORY LAB: EXPLORATORY LABS ARE DESIGNED TO PROVIDE THE STUDENT WITH A GENERAL OVERALL IVEW OF THE KNOWLEDGE AND SKILLS INVOLVED IN A FIELD OF LEARNING OR AN OCCUPATION, TO INTRODUCE PROGRAMS WHICH PROVIDE STUDENTS WITH EXPLORATORY AND INTRODUCTORY EXPERIENCES IN A WIDE RANGE OF OCCUPATIONS, AND TO SERVE AS AN AID IN CHOOSING A VOCATION. (SEE FIGURE NO. 3)

AS A RESULT OF THE EXPLORATORY LAB, STUDENTS WILL ACQUIRE KNOWLEDGE AND SKILLS IN THE HOME ARTS OF SEWING, FOOD PREPARATION, CHILD CARE, CONSUMER BUYING, INTERIOR DECORATING, ETC. IN THE SHOP ARTS STUDENTS WILL DEVELOP SKILLS IN THE USE OFSIMPLE TOOLS FOUND IN THE HOME, GAIN A KNOWLEDGE OF THE TECHNIQUES OF SIMPLE HOME MAINTENANCE AND REPAIR, AND DEVELOP A KNOWLEDGE OF THE VARIETY OF OCCUPATIONS IN THE HOME AND SERVICE AREAS.

IN DEVELOPING UNITS OF STUDY THE TEACHER COULD IDENTIFY EXPLORATORY LAB EXPERIENCES IN ALL SUBJECT AREAS FOR ENHANCING THE TEACHING OF CAREER DEVELOPMENT CONCEPTS THROUGH "HANDS-ON" ACTIVITIES.

AS A RESULT OF EXPLORATORY LEARNING EXPERIENCES IN THE HOME ARTS, STUDENTS WILL:

I. DEVELOP A POSITIVE SELF-IMAGE BY MEANS OF SUCCESSFUL COMPLETION OF INDIVIDUAL AND GROUP PROJECTS INDICATIVE OF FAMILY LIVING ACTIVITIES.

II. GAIN COMPETENCIES IN THE ABILITY TO GET ALONG WITH OTHERS THROUGH GROUP ACTIVITIES TO ACCOMPLISH A COMMON GOAL; E.G. FURNISHINGS FOR A CLASSROOM.

III. DEVELOP ABILITIES TO BE FLEXIBLE WHEN CONFRONTED BY THE UNEXPECTED AS A RESULT OF EXPLORATORY LEARNING EXPERIENCES IN SHOP ARTS, STUDENTS WILL:

A. DEVELOP DECISION-MAKING SKILLS BY MEANS OF CHOOSING BETWEEN ALTERNATIVES TO FULFILL THE REQUIREMENTS FOR SUCCESSFUL COMPLETION OF A CHOSEN PROJECT.

B. DEMONSTRATE THE ABILITY TO TAKE RESPONSIBILITY FOR INDIVIDUAL ACTION BY MEANS OF SAFE USE OF HAND TOOLS AND MATERIALS FOUND IN A HOME SHOP.

C. DEMONSTRATE KNOWLEDGE OF THE BASIC ACADEMIC SKILLS OF READING, LANGUAGE, AND MATHEMATICS BY MEANS OF SUCCESSFUL CONSTRUCTION OF PROJECTS UTILIZING THESE SKILLS.

AS A RESULT OF EXPLORATORY LEARNING EXPERIENCES IN ARTS AND CRAFTS, THE STUDENT WILL:

I. DEVELOP PRIDE IN WORK WELL DONE BY RECEIVING RECOGNITION FOR CONTRIBUTIONS TO CLASSROOM AND GROUP PROJECTS.

AN EXAMPLE OF AN EXPLORATORY LAB

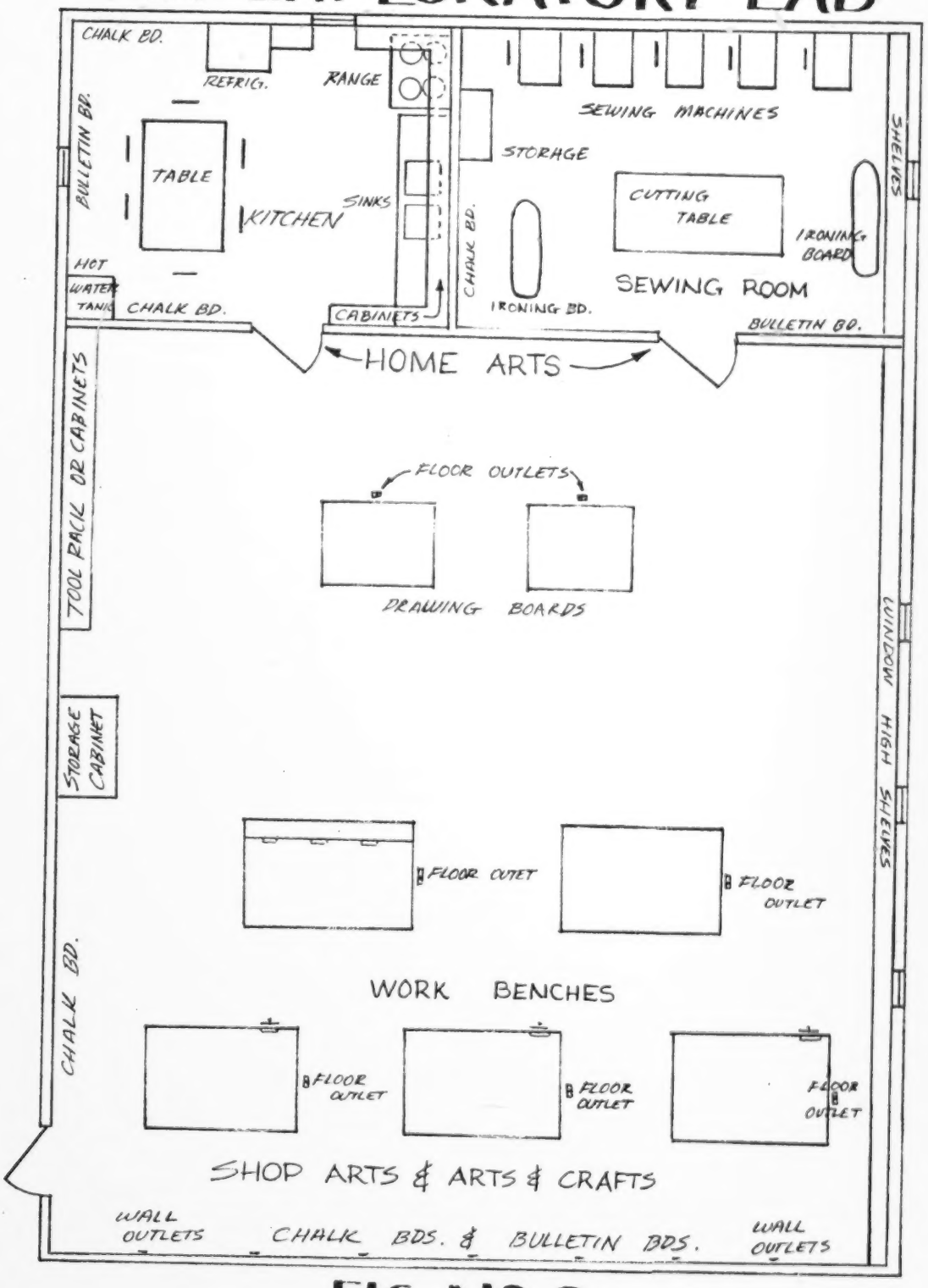

FIG NO. 3

II. Assess interests and abilities by developing those which have relevance for the individual as evidenced by successful completion of self-expression projects in art form.

III. Demonstrate abilities to engage in wise use of leisure time by means of choosing those activities indicative of self-satisfaction readily observable in others.

CAREER LEARNING LAB: The career learning lab is a learning center designed to provide resources for large group, small group, or individual exploration in the world of work in the upper elementary grades. A variety of methods have been suggested for the use of the facility. Some possibilities are: SRA Kits (Job Experience and Work), workbooks, worksheets, small group investigation, seminar reporting, picture files, and individual study. (See Figure No. 4)

Because this is a learning center designed to provide resources for investigating the world of work, certain equipment must be included such as: listening centers, filmstrip projectors, cassette players-recorders, record players, and several work tables for student use and displays.

The following are suggested materials, activities, etc. which will aid in the use of a career learning center:

I. SRA Kits: Job Experiences--Simulated work experiences in twenty different occupations.

Work--Filmstrips, workbooks, and printed information to help students:

-- Understand themselves
-- Broaden their knowledge of the world of work
-- Acquaint them with the training necessary for a wide variety of vocations
-- Promote their understanding of other people and their work

(Teacher guides are available on the use of these kits.)

II. Workbooks: Planning My Future

III. Worksheets: Occupational outline
Job applications

IV. Group Work: Small groups investigate job families (clusters)--use seminar format for reporting to class.

V. Picture files: Have students collect pictures from magazines of people at work.

AN EXAMPLE OF A CAREER LEARNING LAB

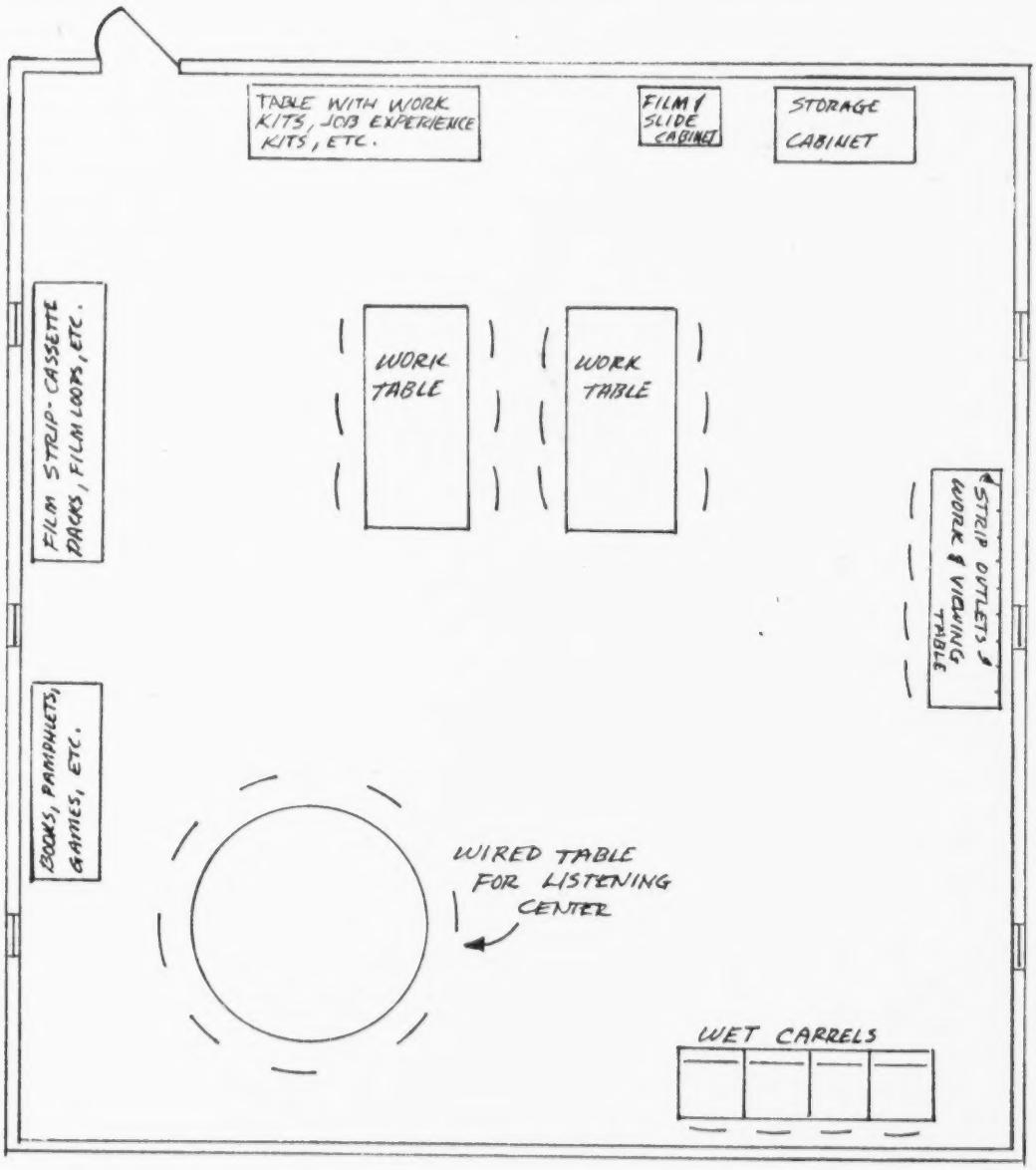
TABLE WITH WORK KITS, JOB EXPERIENCE KITS, ETC.
FILM / SLIDE CABINET
STORAGE CABINET
FILM STRIP-CASSETTE DECKS, FILM LOOPS, ETC.
WORK TABLE
WORK TABLE
STRIP OUTLETS / WORK & VIEWING TABLE
BOOKS, PAMPHLETS, GAMES, ETC.
WIRED TABLE FOR LISTENING CENTER
WET CARRELS

FIG. NO. 4

VI. Individual Study: Investigate the world of work through individual use of books, filmstrips, film loops, cassettes, records, transparencies, reading kits and games.

These are a few suggestions and should be evaluated in terms of your students (their attitudes, work habits, and behavior) and your comfort and ability in working with them.

RESOURCE CENTERS: The establishment of a career information resource center in the elementary school is a great help to teachers and students when there is not enough room available for a "career learning lab." The resource center might be located in an unused closet or a small corner in the library.

These centers provide career education materials for checkout by the teacher for use in the classroom and contains a professional library of career information.

The resource center contains such materials and equipment as: Kits (SRA World of Work, WORK, and Job Experience), books, filmstrips, films, cassettes, filmstrip and film projectors, listening stations, etc.

GUIDANCE: Basic to career education is the acquisition of the cognitive and affective skills for success in school. Through conferences with teachers, parents, and students and the use of community agencies, the counselor may design a plan for giving support and aid to students through the career education program.

The counselor may alert the teacher to the importance of identifying learning problems early and providing for success experiences for all students.

The counselor may help the student explore his interests and abilities through individual and group counseling, thereby increasing his self-awareness.

The counselor should be aware of the importance of self-concept development and serve as a consultant to the teacher in this area.

Through the various conferences with teachers, parents, individual students, small groups of students, and community agencies the counselor may design a plan for giving support and aid to students in the areas of:

I. Gaining a positive self-image.

II. Accepting responsibility for his own behavior.

III. Learning how to make wise decisions.

IV. Getting along with other people.

V. GAINING KNOWLEDGE, UNDERSTAND SKILLS NECESSARY TO HIS CONTINUING PROGRESS TOWARD REACHING HIS FULL POTENTIAL IN ALL AREAS OF HIS LIFE.

SUGGESTED EVALUATION DESIGNS FOR CAREER EDUCATION

TO EFFECTIVELY EVALUATE A CAREER EDUCATION PROGRAM, IT WOULD BE GOOD TO USE CONTROL GROUPS OF FACULTY, COMMUNITY, AND STUDENTS.

EVALUATION PLAN NO. 1

PHASE I: PRE-TEST

A. ATTITUDES TOWARD OCCUPATIONAL EDUCATION OF:

1. FACULTY

2. PARENTS/COMMUNITY

B. KNOWLEDGE OF CONCEPT OF CAREER DEVELOPMENT

1. FACULTY QUESTIONNAIRE

C. STUDENT INVENTORY OF:

1. ATTITUDES

2. OCCUPATIONAL INFORMATION

3. INTERESTS

PHASE II: POST-TEST

A. ATTITUDES OF FACULTY TOWARD OCCUPATIONAL EDUCATION

B. FACULTY CONCEPTS OF CAREER DEVELOPMENT

PHASE III: CONTINUING PRE,POST-TEST OF STUDENTS (EXPERIMENTAL AND CONTROL)

PHASE IV: POST-TEST

A. FACULTY ATTITUDES AND KNOWLEDGE

B. PARENT/COMMUNITY ATTITUDES

C. STUDENTS

EVALUATION PLAN NO. 2

THE FIRST ANNUAL EVALUATION OF THE CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT CONSISTED OF A PROCESS EVALUATION OF THE ADMINISTRATION OF THE PROJECT. THE FIRST YEAR EVALUATION WAS DESIGNED TO ASSESS SOME OF THE PRODUCTS OF THE PROJECT AND TO ESTABLISH "BENCHMARKS" FOR IMPACT EVALUATION. THE SECOND YEAR EVALUATION OF THE TOTAL IMPACT OF THE PROJECT WILL CONSIDER DATA FROM THE FOLLOWING SOURCES:

I. STUDENTS

A. KNOWLEDGE OF OCCUPATIONS

B. SELF IMAGE

C. SOCIOGRAMS TO REVEAL COOPERATIVENESS

D. VIDEO TAPES OF WORK HABITS

II. TEACHERS

A. ATTITUDE TOWARD CAREER EDUCATION

B. MORALE

C. CRITICAL INCIDENTS

III. PARENTS (THE COMMUNITY)

A. ATTITUDE TOWARD CAREER EDUCATION

B. PARTICIPATION IN SCHOOL ACTIVITIES

EVALUATION ACTIVITIES

I. <u>STUDENT DATA</u>

A. <u>STUDENT KNOWLEDGE OF OCCUPATIONS</u>

1. GRADES 1-4 AWARENESS (ABILITY TO RECOGNIZE TOOLS USED BY SELECTED WORKERS)

2. GRADES 5-9 KNOWLEDGE OF OCCUPATIONS (JOB TITLES/DECRIPTION OF JOB TITLES)

PRETEST - OCTOBER, 1972 POST TEST - APRIL

B. Student Self Image

1. Grades 1-3
2. Grades 4-6
3. Grades 7-9

3 forms of Image scale to be administered in September and in early May

C. Student Cooperativeness

Sociograms to be administered in September and early May to Grades K-9.

D. Work Habits

5-minute videotapes of classroom work situation of students selected randomly from the following grades:

1. Grade 1
2. Grade 3
3. Grade 5
4. Grade 7

To be made in November

E. High School Student Attitude Toward Career Education

To be assessed by selected student interviews in February of students in grades 10-12.

II. Teacher Data

A. Attitudes Toward Career Education

Attitude scale to be completed by all teachers during February

B. Morale

To be assessed informally by personal interview during September, November, January, March, and May.

C. Teacher Overall Reactions to Career Education

To be collected through critical incident reports April.

III. Parents

A. Attitude toward career education.

Attitude scale to be completed by randomly selected parents at both experimental and control schools March.

B. Participation

Records will be kept by teachers of parent participation in school activities.

IV. Guidance Activities

Visitations will be made during January to observe guidance activities at the secondary level.

V. Analysis of Data

A. In order to evaluate the effect of inservice teacher education, pre, post-test scores of attitudes and knowledge will be submitted to a simple analysis of variance.

B. An analysis of variance with two groups of students (experimental and control) will test the effects of attitudes, occupational information and interests.

C. In order to measure parent/community attitude changes toward occupational education, an analysis of variance may be computed from pre, post-test results.

D. An additional analysis of variance over time may be made using pre, post-test scores of teacher attitudes and knowledge at the completion of the project.

Summary

Contrary to the idea that students drop out of school because they are more interested in the world of work and monetary gain, these students express an attitude of little respect for the world of work and are low achievers on the job. It is hoped that by integrating occupational information and experiences into the curriculum, the student will be encouraged to apply himself more fully and aspire to obtain a high school diploma. A student, by exploring occupations and relating his school work to those occupations, can readily understand the relationship which exists between educational endeavor and occupational future. Moreover, once this relationship has been identified, a student's school work takes on a new meaning and purpose. Finally, it should be pointed out that essential to good attitude development concerning the world of work, stress should be placed on emphasizing the dignity related to people in all occupations and the importance of successful work accomplishment regardless of job title.

APPENDIXES

APPENDIX NO. 1

CAREER EDUCATION CONCEPTS

CONCEPTS	GENERAL OBJECTIVES THE LEARNER WILL:
A POSITIVE SELF-IMAGE IS ESSENTIAL FOR SATISFACTION IN THE WORLD OF WORK.	1. ACQUIRE COMPETENCIES IN THE BASIC ACADEMIC SKILLS OF READING, LANGUAGE, AND MATHEMATICS. 2. DEVELOP PHYSICAL SKILLS THROUGH EXPOSURE TO AND ACTIVE PARTICIPATION IN A WIDE VARIETY OF PHYSICAL ACTIVITIES. 3. EXPERIENCE DAILY SUCCESS IN MANY LEARNING TASKS WHICH HAVE BEEN STRUCTURED IN ACCORDANCE WITH HIS INDIVIDUAL NEEDS AND LEVELS OF ACHIEVEMENT. 4. GAIN INTERPERSONAL SKILLS IN AN ATMOSPHERE OF ACCEPTANCE IN MANY SOCIAL SITUATIONS WITH PEERS AND ADULTS TO BECOME A VALUED MEMBER OF A GROUP.
LEARNING TO GET ALONG WITH OTHER PEOPLE IS MANDATORY FOR SUCCESSFUL ACHIEVEMENT IN THE WORLD OF WORK.	1. DEVELOP ABILITIES TO WORK IN GROUP ACTIVITIES WITH PEERS TO ACCOMPLISH A COMMON GOAL. 2. LEARN ABOUT SELF AND OTHERS TO GAIN INSIGHT INTO THE COURSES OF VARIOUS BEHAVIORS AND FEELINGS. 3. DEVELOP SKILLS IN FORMULATION ALTERNATIVES FOR SUCCESSFULLY MEETING THE REQUIREMENTS OF A CHANGING LIFE-SPACE.
DECISION-MAKING SKILLS AND THE ABILITY TO TAKE RESPONSIBILITY FOR ONES DECISIONS IS VITAL TO CAREER MATURITY.	1. LEARN THE CAUSE AND EFFECT RELATIONSHIPS IN HUMAN ENDEAVOR. 2. LEARN TO PERCEIVE THE CONSEQUENCES OF ALTERNATIVE DECISIONS.

	3. Develop ability to discriminate between several alternatives to fulfill requirements of tasks.
School is the students' world of work.	1. Learn to set realistic goals for himself. 2. Learn how to study by developing listening skill, reading skills, and independent work habits. 3. Learn to use all the educational resources available to him.
There is dignity and worth in all work well-done.	1. Study about many different workers and their unique contribution to society. 2. Learn to participate and constructively contribute to classroom and group projects. 3. Develop pride in work well-done regardless of extrinsic reward.
Division of labor is a result of the interdependence of workers in a technological society.	1. Study the historical and cultural development of our technological society. 2. Develop skills in planning group projects utilizing the division of labor to accomplish goals. 3. Gain a knowledge of the interdependence of a producer and consumer.
All school experience is occupational preparation.	1. Study and explore occupations related to subject matter areas in the curriculum. 2. Develop communications skills to clarify the relationship between school and world of work. 3. Develop pre-vocational skills through "hands on" experiences.

	4. Assess interests and abilities, developing those which have relevance for the individual.
Knowledge of Job Families is indispensible for locating, assessing, and using information leading to a wise career choice.	1. Study occupations and classify them into job families or occupational clusters. 2. Develop competencies in utilizing resources to investigate jobs of individual interests. 3. Learn to relate occupational information to emerging interests and abilities.
Education is a continuing process presenting many points of entrance and exit.	1. Develop a positive attitude toward learning. 2. Become aware of the implications of automation and job obselsence for future occupational preparation. 3. Study present-day science and technology, with emphasis upon its implications for rapid change. 4. Realize that a broad base of preparation is necessary to meet the occupational demands of the future.
The wise use of leisure time leads to fulfillment of self in a rapidly changing technological society.	1. Gain satisfaction from participating in the art forms. 2. Assess his interests and abilities. 3. Pursue those activities in depth which are in keeping with his interests and abilities.

THE ABILITY TO ADAPT TO CHANGE IS NECESSARY FOR SUCCESS IN A TECHNOLOGICAL SOCIETY.

1. LEARN TO PARTICIPATE IN MANY SPONTANEOUS CLASSROOM ACTIVITIES IN A FLEXI ATMOSPHERE.

2. GAIN KNOWLEDGE OF THE NATURE OF CHANGE AS IT OCCURS IN THE ENVIRONMENT OVER TIME.

3. DEVELOP SKILLS IN FORMULATION ALTERNATIVES FOR SUCCESSFULLY MEETING THE REQUIREMENTS OF A CHANGING LIFE-SPACE.

APPENDIX NO. 2

RESOURCES FOR CAREER EDUCATION

1. S.R.A., Our Working World (1-4)

A social studies program which gives the primary school pupil a picture of the world as it is, presenting social science concepts as they are related to the child's everyday experiences. Problem solving and decision-making are an important part of the program.

Families At Work (Grade 1 or 2)

Student Text: Families At Work
Record Set (Fourteen 33 1/3 rpm records, 28 lessons with script)
Student Activity Book
Teachers' Resource Unit

Neighbors At Work (Grade 2 or 3)

Student Text: Neighbors at Work
Record Set (eight 33 1/3 rpm records, 16 lessons with script book)
Student Activity Book
Teachers' Resource Unit

Cities At Work (Grade 3 or 4)

Student Text: Cities At Work
Student Activity Book
Teachers' Resource Unit
Filmstrip-Record Set (12 filmstrips and 6 records)

2. S.R.A., What Could I Be? (3-6)

An introduction to the world of work for boys and girls at the primary level. Guides the elementary pupil in viewing occupational areas in terms of their own abilities and interest, and helps them to see the value of school as preparation for work.

Student Text: What Could I Be?
Teachers' Namual: Introducing the World of Work To Children

3. S.R.A., Focus on Self Development: Awareness (K-2)

A kit for use by the teacher of primary age children to lead them toward an understanding of self, an understanding of others, and an understanding of the environment and its effects. Content areas include self-concept development, awareness of the environment through the senses, socialization, sharing and problem solving.

Set of 5 filmstrips with records
Set of 20 photoboards
Set of 4 Story/Activity Records
Teachers' Handbook
Pupil Activity Book: Here I Am

4. Random House Guidance Series (K-2)

A series of stories to teach children the concepts of responsibility, courage, decision-making, honesty, and problem solving.

34 Books
Teachers' Manual

FILMSTRIPS AND CASSETTES

1. "Joe Ogg--The First Industrial Engineer"

A cartoon film describing the industrial revolution--suitable for 3rd grade and up.

2. Community Workers and Helpers--Group 1 (SVE)

A set of 4 filmstrips with records

School Workers
Library Workers
Supermarket Workers
Doctor's Office Workers

3. Community Workers and Helpers--Group 2 (SVE)

A set of 4 filmstrips with records

Department Store Workers
Hospital Workers
Fire Department Workers
Television Workers

4. How We Get Our Foods (SVE)

A set of 4 filmstrips (captioned)

The Story of Milk
The Story of Bread
The Story of Fruits and Vegetables
The Story of Meat

5. How We Get Our Clothing (SVE)

A set of 4 filmstrips (captioned)

The Story of Cotton
The Story of Wool
The Story of Leather
The Story of Rubber

6. How We Get Our Homes (SVE)

A set of 4 filmstrips (captioned)

Planning the Home
Building the Foundation
Building the Shell
Finishing the Home

7. Fun on Wheels (SVE)

A set of 4 filmstrips with records (K-2)

Johnny, the Fireman
Buddy, the Little Taxi
Choo Choo, the Little Switch Engine
Our Auto Trip

8. Getting to Know Me (SVE)

A set of 4 filmstrips with cassettes (K-2)
Stimulates children to take a close look at themselves and each other.
Helps to mold positive self-concepts and healthy attitudes.

People Are Like Rainbows (The importance of being yourself)
A Boat Named George (Working with others)
Listen! Jimmy! (Succeeding the right way)
Strike Three! You're In! (Recognizing abilities)

9 Recognition of Responsibilities (SVE)

A filmstrip emphasizing one's responsibilities to the group and to one's self. (K-4)

10. Little Mailman of Bayberry Lane (with records) (SVE)

Helping others to be happy (K-1)

11. Mr. Bear's House (with record) (SVE)

Helping others (K-1)

12. Father's Work (Imperial Films)

A set of 6 filmstrips with captions (K-4)

My Dad is a Carpenter
My Dad is a Moving Man
My Dad Works in a Shoe Store
My Dad Works in a Factory
My Dad Works in a Super Market
My Dad Works in a Service Station

13. Mothers Work, Too (Imperial Films)

A set of 6 captioned filmstrips depicting mothers at work and at home

My Mother is a Waitress
My Mother is a Dental Assistant
My Mother Works in a Bank
My Mother Works in an Office
My Mother Works in a Drug Store
My Mother Works at Home

14. Where Does It Come From? (Imperial Films)

A set of 4 filmstrips with cassettes showing the work involved in producing the necessities for life. (K-4)

Where Do We Get Our Lumber?
Where Do We Get Our Milk?
Where Do We Get Our Paper?
Where Do We Get Our Bread?

15. Cotton Clothing: From Field To You (Imperial Films)

A set of 6 captioned filmstrips depicting the process of clothing manufacturing and distributing. (K-4)

Cotton Growing and Ginning
Cotton Spinning and Weaving
Designing Cloth For Clothes
Silk Screen Printing
The Garment Factory
The Retail Store

16. A City Is Many Things (Imperial Films)

A set of 5 captioned filmstrips showing the many elements that make up a city. (K-4)

The Ocean Is Jobs For People
The Ocean Is Transportation

The Ocean Is a Home For Plants and Animals
The Ocean Is Fun
Learning About The World Beneath The Waves
Looking at the Ocean

18. Transportation--An Ocean Port (Imperial Films)

A set of 4 captioned filmstrips, showing the work that is done in a large ocean port. (K-4)

A Liner in Port
The Work Ships Do
Ships Large and Small
Going to Sea

19. Transportation--Our Railroads (Imperial Films)

A set of 4 filmstrips with cassettes, introducing students to this vital industry and its workers. (K-4)

Tracks, Yards, and Signals
The Work Trains Do
From Engine To Caboose
Railroads Are People, Too

20. Airport Service (Imperial Films)

A set of 6 captioned filmstrips to help children understand the role of the airport in transportation of people and goods quickly and safely. Workers are shown using modern technology. (K-4)

The Metropolitan Airport
Air Passenger Service
Air Cargo Service
Air Safety
Airport Workers
The Community Airport

21. They Need Me (Imperial Films)

A set of 4 captioned filmstrips to help children become aware of the emotional and social interdependency between themselves and their family and friends. (K-4)

My Mother and Father Need Me
My Baby Sister Needs Me
My Friends Need Me
My Dog Needs Me

22. Two Sides To Every Story (Imperial Films)

A set of 4 captioned filmstrips which present many different points of view from which children can see themselves in relation to others and to situations. (K-4)

Is Anyone To Blame?
Have You Felt Hurt?
A Place In The Family
Have You Wanted To Be Alone?

23. Open-Ended Stories (Imperial Films)

A set of five filmstrips with cassettes to aid children in exploring their own feelings and arriving at their own conclusions in regard to the values of integrity, responsibility, courage, friendship, and respect for the property of others. (K-4)

The Painting
The Open Gate
The New Building
The Purse
The Warning Blinker

24. How Do You Feel? (Imperial Films)

A set of 6 captioned filmstrips to provoke thought and discussion to help the child achieve a better understanding of himself and others. (K-4)

How Do You Feel About Your Community?
How Do You Feel About School?
How Do You Feel About Animals and Plants?
How Do You Feel About Your Home and Family?
How Do You Feel About Other Children?
How Do You Feel About Being Alone?

25. What Do You Think? (Imperial Films)

A set of 5 captioned filmstrips to encourage children to think about their own values. It provides a foundation for dramatic play and language arts activities. (K-4)

What Do You Think About Finders-Keepers?
What Do You Think About Tattling?
What Do You Think About Lying?
What Do You Think About Promises?
What Do You Think About Helping Your Family?
What Do You Think About Helping Your Community?

26. Edgar, The Eagle: How To Address A Letter (U.S. Post Office)

A filmstrip and cassette describing the work of the U.S. Postal Service. (K-4)

CAREER CORNERS

RANDOM HOUSE

COOKING BOOK
FUN WITH COOKING
FUN WITH TOOLS
LET'S MAKE A LOT OF THINGS
LET'S MAKE SOMETHING
WOODWORKING

CHILDRENS PRESS

CITY BOY, COUNTRY BOY
COME TO WORK WITH US--SET #1
HOW CAN I FIND OUT?
I WANT TO BE BOOKS
MYSTERY OF THE FARMER'S THREE FIVES
WE LIVE IN THE CITY

ABOUT BOOKS

APPLES FROM ORCHARD TO MARKET
CARGO SHIPS
DOCTOR JOHN
THE ENGINEER OF A TRAIN
FARM HELPERS
FIREMAN
FOOD & WHERE IT COMES FROM
FORRESTERS
FRIENDLY HELPERS FOR HEALTH & SAFETY
FRIENDLY HELPERS AROUND TOWN
HELPERS WHO WORK AT NIGHT
JERRY & JIMMY AND THE PHARMACIST
MEN AT WORK
MISS SUE, THE NURSE
PEOPLE WHO RUN YOUR CITY
PILOT OF A PLANE
POLICEMAN
POSTMAN
READ-TO-WEAR CLOTHES
SCHOOL HELPERS
THE CAPTAIN OF A SHIP
TRUCK FARMING

GAMES

SCRABBLE FOR JUNIORS
DELUXE MONOPOLY

CREATIVE PLAY EQUIPMENT APPROPRIATE TO GRADE LEVEL

TEACHER REFERENCES AND INSTRUCTIONAL SOURCES

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CONTEMPORARY CURRICULUM FOR CAREER DEVELOPMENT PROJECT, KNOX COUNTY SCHOOLS, KNOXVILLE, TENNESSEE.

CAREER UNITS FOR KINDERGARTEN, A RESOURCE BOOK FOR CAREER EDUCATION, CONTAINS SIXTEEN COMPLETE UNITS WHICH INTEGRATE CAREER EDUCATION CONCEPTS INTO THE DINDERGARTEN CURRICULUM. THE CONCEPTS TAUGHT INCLUDE SELF-AWARENESS, GETTING ALONG WITH OTHER PEOPLE, DIVISION OF LABOR, THE DIGNITY AND WORTH OF ALL WORK, THE RELATIONSHIP OF SCHOOL TO WORK, THE WISE USE OF LEISURE TIME, AND JOB FAMILIES.

A CURRICULUM GUIDE FOR CAREER EDUCATION, PRIMARY GRADES, IS ORGANIZED AROUND THE CAREER EDUCATION CONCEPTS IDENTIFIED IN THE PROJECT PROPOSAL. BASIC UNDERSTANDINGS, K-4 HAVE BEEN DEVELOPED FOR EACH CONCEPT AND LEARNING EXPERIENCES ARE SUGGESTED TO INTEGRATE THE BASIC UNDERSTANDING INTO APPROPRIATE AREAS OF THE CURRICULUM.

CURRICULUM GUIDE FOR CAREER EDUCATION, MIDDLE SCHOOL, IS ORGANIZED AROUND THE CAREER EDUCATION CONCEPTS IDENTIFIED IN THE PROJECT PROPOSAL. BASIC UNDERSTANDINGS, 5-8 HAVE BEEN DEVELOPED FOR EACH CONCEPT AND LEARNING EXPERIENCES ARE SUGGESTED TO INTEGRATE THE BASIC UNDERSTANDINGS INTO APPROPRIATE AREAS OF THE CURRICULUM.

CAREER EDUCATION BULLETIN BOARD IDEAS, K-8, IS A BOOK OF SUGGESTIONS FOR SCHOOL BULLETIN BOARDS. A SKETCH OF THE LAYOUT IS INCLUDED PLUS TIPS FOR ADAPTATION AND VARIATION.

ESTABLISHING A CAREER EDUCATION PROGRAM K-12, AN OUTLINED GUIDE ON CAREER INFORMATION AND HOW IT RELATES TO GRADE AND/OR SUBJECT AREAS, INSERVICE TRAINING, WORKSHOPS, AND ESTABLISHMENT OF CURRICULUM GUIDES AND UNITS OF STUDY INTEGRATING CAREER INFORMATION.

SOUND - SLIDE PRESENTATIONS (36 SLIDES EACH)

A. CAREER EDUCATION K12, AN OVER-ALL VIEW OF CAREER EDUCATION

B. CAREER EDUCATION PRIMARY GRADES, AN APPROACH TO CAREER EDUCATION K-4

C. CAREER EDUCATION MIDDLE GRADES, AN APPROACH TO CAREER EDUCATION 5-8

D. CAREER EDUCATION SECONDARY SCHOOLS, AN APPROACH TO THE ORIENTATION, PREPARATION AND PLACEMENT OF VOCATIONAL EDUCATION STUDENT.

E. CAREER EDUCATION CONCEPTS, SHOWS HOW THE CAREER EDUCATION CONCEPTS ARE DEVELOPED THROUGH CLASSROOM ACTIVITIES.

SUGGESTED MATERIALS/EQUIPMENT FOR CAREER CORNERS

Bell-Howell Recorder-Player	Grades 3 & 4
Wood Toy Builder Set	Grades 1 & 2
Graflex Viewer	Grades 3 & 4
Puppets (Assortment)	Grades K-2
Girls Hats	Grades K-2
Pegboard Screen	Grades K-4
Unit Building Blocks	Grades K-2
Full Length Mirror	Grades K-4
Mini-Kitchen	Grades K-1
Workbench	Grades K-4
Puzzles (Assortment)	Grades K-1
Sequence from Creative Playthings	Grades K-1
Bolt-Tight	Grades K-2
Safety Goggles	Grades K-4
Book Display Rack	Grades K-4
Hand Tools	Each Classroom
7 oz. Hammer	3 Each
13 oz. Hammer	1 Each
Block Plane	1 Each
Hand Drill	1 Each
6" Tri-Square	1 Each
Level	1 Each
Bench Rule 24"	1 Each
Tape Rule	1 Each
3" Screwdriver	1 Each
6¼" Screwdriver	1 Each
Phillips Screwdriver	1 Each
Pliers Slip-Joint	1 Each
Wrench	1 Each
Coping Saw	3 Each
Hand Saw 16"	1 Each

SUGGESTED MATERIALS/EQUIPMENT FOR CAREER LABS

Equipment

Study Carrels	Filmstrip & Cassette Storage Cabinet
Portable Phonograph	Cassette Players
Headset	Filmstrip Projector
Table & 9 Chairs	Filmstrip Previewer
Mobile Storage Cabinet	Tripod Screen
Steel Storage Cabinet	Graflex E-Z Viewer
Transparancies File	Group Listening Center
AV Libraries File Cabinet	DuKane Tape & Filmstrip Project
Slide Viewer	Film Loop Projector

Books: Fiction & Information Books

Filmstrips, Cassettes, Filmloops

Games: Life Career

Deluxe Monopoly

Games of Life

Kits: The Thinking Box

Finney - Finding Your Job

World of Work Kit

WORK - Kit

Job Experience Kits

SUGGESTED MATERIALS/EQUIPMENT FOR EXPLORATORY LABS

2 WORK BENCHES WITH VISES
2 SAWHORSES (APPROPRIATE HEIGHTS FOR USE BY CHILDREN)
4 WORK TABLES
SHELVES AND CABINETS FOR STORAGE OF SUPPLIES AND EQUIPMENT
6 C-CLAMPS - 4" ADJUSTABLE
1 CHISEL SET
1 COUNTER DUSTER
1 COUNTERSINK BRACE
1 DRILL - (ELECTRIC HIGH SPEED SET)
1 10" CABINET FILE
1 8" ROUND CABINET FILE
1 8" SMOOTH HILL CABINET FILE
1 FILE CLEANER
2 7-OZ. CLAW HAMMERS
3 13 OZ. CLAW HAMMERS
1 4 OZ. BALL PEIN HAMMER
1 8 OZ. BALL PEIN HAMMER
2 HAND DRILLS
1 SABRE SAW
1 WOOD LEVEL
1 RUBBER MALLET
1 NAIL SET
1 6" BLOCK PLANE
1 PUNCH
2 SLIP-JOINT PLIERS
1 NEEDLE NOSE PLIER
1 SLIDE CUTTING PLIER
1 RATCHET BRACE (OPEN 8")
1 EXPANSION BIT
1 AUGER BIT SET 4/16" - 12/16"
2 BENCH RULES 24"
1 YARDSTICK
2 TAPE RULERS - 6 FT.
10 SAFETY GOGGLES
2 BACK SAWS 12"
10 COPING SAWS
1 HAND SAW 10 PT.
3 6" SCREW DRIVERS
1 6" PHILLIPS SCREW DRIVER
1 TRI-SQUARE 6"
1 TRI-SQUARE 12" COMBINATION
1 TIN SNIPS
1 WOOD RASP 10" HALF-ROUND
1 WRENCH SET ½" - 1"
1 ANGLE 8" ADJUSTABLE WRENCH
20 ASSORTED BRUSHES
10 PR. SCISSORS
1 PAINTING EASEL
1 2-BURNER HOT PLATE

2 SEWING MACHINES
1 IRONING BOARD
1 STEAM IRON
1 CUTTING TABLE
1 FULL-LENGTH MIRROR
1 STORAGE CABINET
1 SET STAINLESS STEEL FLATWARE (50 PC.)
1 SET MELMAC DINNERWARE (45 PC.)
1 PORTABLE ELECTRIC MIXER
2 SETS MEASURING SPOONS - STAINLESS STEEL
2 SETS ALUMINUM MEASURING CUPS
1 2-CUP LIQUID MEASURE
1 1-CUP LIQUID MEASURE
1 CUTTING BOARD
1 ROLLING PIN
1 FLOUR SIFTER
1 CAN OPENER
2 PARING KNIVES
1 BONING KNIFE
1 VEGETABLE PEELER
1 SET MIXING BOWLS
2 UTILITY TRAYS
1 BISCUIT CUTTER
1 SET WOODEN MIXING SPOONS
1 SLOTTED SPOON
1 SEWING TONG
1 UTILITY FORK
1 SLICING KNIFE
1 SPATULA
1 PASTRY BLENDER
1 PANCAKE TURNER
2 BOWL SCRAPERS
1 DOUBLE EGG BEATER
1 SET CUSTARD CUPS (6)
1 BAKING PAN (OBLONG)
1 BAKING PAN (SQUARE)
2 ROUND CAKE PANS @ $1.00
2 LOAF PANS @ $1.19
1 CAKE ROLL PAN
2 COOKIE SHEETS
1 FRYPAN 10"
1 DOUBLE BOILER
1 SAUCEPAN 1 QUART
1 SAUCEPAN 3 QUART
1 DISHPAN
1 KITCHEN SCALE